

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Carol M. Meirose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Agnes Parish School
(As it should appear in the official records)

School Mailing Address 1800 Newburg Road
(If address is P.O. Box, also include street address)

<u>Louisville</u>	<u>Kentucky</u>	<u>40205-1422</u>
City	State	Zip Code+4 (9 digits total)

County Jefferson School Code Number* NA

Telephone (502) 458-2850 Fax (502) 459-5215

Website/URL www.stagnesparishschool.org E-mail cmeirose@stagnesparishschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Leisa Speer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Ann Amorose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

1** If fewer than three years, how long was the previous principal at this school?

**This person served as an interim principal.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	26	17	43
K	26	24	50	8	16	27	43
1	19	22	41	9			
2	27	21	48	10			
3	20	27	47	11			
4	20	23	43	12			
5	21	23	44	Other			
6	21	25	46				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							405

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 98 | % White |
| 1 | % Black or African American |
| .05 | % Hispanic or Latino |
| .05 | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1 (same as in #5 above)	405
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: .25 %
1 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English and Spanish
9. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{29}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 16 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 5 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 18 </u>	<u> </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 5 </u>
Paraprofessionals	<u> 6 </u>	<u> 1 </u>
Support staff	<u> 5 </u>	<u> 3 </u>
Total number	<u> 34 </u>	<u> 10 </u>

12. Average school student-“classroom teacher” ratio: 22.5:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	99 %	99 %	98 %	98 %
Teacher turnover rate	15 %	8 %	12 %	8 %	16 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

PART III – SUMMARY

St. Agnes Parish School is a K-8 Catholic elementary school located in an urban neighborhood of Louisville, Kentucky. Its mission is to create a caring environment and a community of faith that fosters the growth of each child spiritually, academically, emotionally, and physically. The warmth of the school community is reflective of its ninety-year tradition of excellence, and yet bright, inviting classrooms, technology in use in every instructional space, and great variety in teaching styles and activities are indicative of a school in touch with the best practices and the needs of twenty-first century students.

The faculty, staff, parents, and students have great pride in the strength of our school community. The principal communicates a vision for the school and has high expectations of herself, the faculty, and the students. She benefits from the strong support of the pastor and an active School Board. The faculty and staff are professional in practice, in spirit, and in attitude and model a love of learning. There is a unity of spirit and purpose and a commitment to continuous professional growth and development. Parents work tirelessly in support of the faculty, staff, and students. They use their lunch hours to supervise recess, they plan and execute a day filled with Native American activities and lore, and they stuff the bimonthly parent communication, the BEE (Brown Envelope Express) with newsletters, flyers of upcoming events, and other correspondence. Parish volunteers continue to serve long after their children have graduated, doing everything from scraping cafeteria dishes to working with emerging readers.

Students, too, help to build community. Seventh and eighth graders act as “Big Buddies” to Kindergarten and first grade students, sharing activities and taking them to church each month. Middle school students produce a morning closed-circuit newscast; the shared news, birthdays, and congratulations bind us even closer as a community. The school community gathers for cultural events, for liturgical celebrations, and sometimes for “just plain fun” events, such as the raucous faculty/eighth grade volleyball game.

The goal of every program at St. Agnes is to help each child reach his or her potential. To that end, we offer a challenging academic curriculum and a wide variety of extracurricular activities. Teaching staff and trained volunteers provide support for children with special learning needs. A counselor offers both classroom guidance and individual counseling. The library and the technology lab are the hubs of the school with connections to every curricular area. Students are encouraged to take part in various competitions and public events to challenge them and to help them develop confidence.

The education of St. Agnes students is infused with Christian principles. A strong service component is both local and global in its focus. All students correspond with parish friends who are home-bound, ill, or elderly. In addition, older students help prepare and serve lunch weekly to the homeless. Younger students visit nursing homes and prepare seasonal door decorations for the residents. The entire school collects money for a poor school in Peru, food for our local pantry, and Christmas gifts for refugee families spending their first Christmas in the U.S. These projects are a vital part of the education of our students.

Though deeply rooted in its rich tradition, St. Agnes also has a strong commitment to continue to grow and to address ever-changing needs. The school is blessed with strong leadership, both administratively and in its faculty and parents. The best interests of the children are at the heart of every decision. The shared vision for the future is one that honors the past but that will continue to provide the spiritual and educational foundations our children need to become tomorrow’s community leaders.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school's assessment results

St. Agnes Parish School administers the Terra Nova 2nd Edition standardized test published by CTB/McGraw –Hill. Students in grades 3, 5, and 7 take both the CAT Complete Battery Plus and the Inview tests. This provides us with data regarding each child's cognitive ability index as well as achievement in reading, language, mathematics, spelling, science, and social studies. As part of the Archdiocese of Louisville system of Catholic schools, we are provided with test results that not only compare our scores to nationally standardized scores but also to the Archdiocesan Catholic schools' results as well. Our testing is done in March, thus allowing us to use the results in planning instruction for the upcoming year.

St. Agnes students consistently score at levels that place their achievement in the top 10 % of the nation's students. This is based upon the comparison of the MNCE (Mean Normal Curve Equivalent). Results of standardized tests are often interpreted in terms of Normal Curve Equivalents because this statistic is based on an equal interval scale and enables legitimate comparisons of different achievement tests. Comparisons of the MNCE's of St. Agnes and Archdiocesan results also indicate that St. Agnes students always exceed Archdiocesan results as well.

With consistently strong scores, our challenge is to find trends that indicate areas of relative rather than statistical weakness. In 2002, the faculty was in the midst of adopting new math texts. Teachers saw a weakness in the old texts in the teaching of basic math skills to younger students. They looked deliberately for a text that would remedy this situation. The 2004 results, based on the first year with the new text, show a 3.6 gain in the MNCE for third grade students.

The Terra Nova/Inview results also allow us to analyze the relation between anticipated and obtained results for individual students. Anticipated scores are determined by comparing scores for students of similar age and grade and with similar cognitive ability. If there is an educationally meaningful difference between the anticipated and obtained achievement scores, it is noted as being either below or above. Many of our students achieve above their anticipated achievement level. When we note a student achieving below his anticipated achievement level, we look very carefully at those results and compare them to classwork to determine if the student needs remedial help or academic evaluation.

Teachers also look at these anticipated and obtained scores in terms of group achievement. One of the reports breaks the group into above average, average, and below average. The mean difference between each group's anticipated and obtained scale score is presented as either a positive number or a negative number. Our average and below average students consistently achieve well above anticipated levels. However, in two of the past three years our strongest students in third grade have shown a negative difference between anticipated and achieved results in vocabulary. This has led us to examine reading curriculum materials to insure that there is sufficient challenge in the area of vocabulary for students of all abilities.

The faculty of St. Agnes is committed to allowing every student to be successful. Annual Terra Nova results allow us to look at individual students and at groups over time. Although standardized test results are only one part of the total assessment picture at St. Agnes, they are critical in our accountability to parents and to the parish that supports St. Agnes School. They allow meaningful comparisons and challenge us to be always aware of the areas in which we can improve.

2. Use of assessment data

St. Agnes School has a long history of strong assessment data across grade levels and curriculum areas. However, the faculty has an unwavering commitment to continuous improvement. Therefore, past history is but a starting point. Each year new testing results are carefully analyzed, first at the individual student level, then at the grade level, and finally at the school level.

At an individual level, because all students who are tested also take a cognitive abilities test, we look very carefully at the relation between anticipated and achieved results. This is particularly helpful in understanding the learning profile of a child and in working with parents and faculty to structure an environment best suited to that child's needs. We want to insure that we are providing challenging instruction to every student in a class.

Analysis of the past two years' results at grade levels has shown a strong positive difference between anticipated and achieved levels of performance in all but the highest quartile. For this group, the difference was still positive, but somewhat less. Recognizing that this may in fact be a statistical aberration, we are nevertheless working to provide additional challenge activities that will insure the potential for growth for all students. Analysis of grade level results in terms of particular learning objectives has also helped teachers to focus instruction as needed to target different skills.

At the school level, analysis of assessment data is used as a basis for setting annual curricular goals, for choosing curricular materials, and for making staffing decisions. In this particular academic year, dissatisfaction with the Word Analysis scores on the third grade level has prompted the staff to identify reading improvement in Grades K-3 as a goal, to work closely on the coordination of techniques and the vocabulary used in early reading instruction, and to insure that, through a combination of the reallocation of instructional staff and the recruitment of trained volunteers, all children in need of individual or small group instruction are so accommodated. Analysis of assessment data underpins every decision related to instruction; however, it is the creativity and experience of a talented faculty that take the data and craft the solutions that make a difference in the lives of the students.

3. How the school communicates student performance

At St. Agnes, parents and teachers are educational partners. In the first weeks of school, a PTO meeting includes a "Back to School Parent Evening." This event allows teachers and parents to activate their partnership by providing time to discuss objectives for the year, communication vehicles and timelines, assessment techniques, and ways in which the two "partners" can best support each other. This past August, 90% of our students' parents attended this meeting. The rapport established at this initial meeting lays the basis for the frequent informal notes and phone calls that are initiated by both parent and teacher throughout the remainder of the year.

Student work is sent home at regular intervals for parent signatures. Twice a year, at the midpoint in a grading period, required Parent-Teacher-Student (PTS) conferences are held. Students take a leadership role in this conference by presenting to their parents grades to date, work samples, and goals they have set for future improvement. Formal trimester assessments and standardized testing results are sent home to parents on pre-published dates.

Even our youngest students are taught to accept ownership of their work. Teachers, therefore, discuss the students' work and assessment very directly with them. This takes place regularly when work is reviewed and during pre-conferencing when goals are set in preparation for PTS conferences.

Assessment results are shared with the community in several ways. School standardized test scores are provided to parents; aggregate Archdiocesan scores are formally published. In addition, information regarding Terra Nova scores, High School Placement scores, Duke TIP results, Governor's Cup academic competitions, and other competitions are provided to present and prospective parents and to any other interested parties.

4. How the school has shared and will continue to share its successes.

St. Agnes is part of the Archdiocese of Louisville Catholic School system. Within the Archdiocese, there are several grade level and subject level professional support groups that meet on a regular basis. These groups provide excellent opportunities for the sharing of ideas and techniques and for shared problem-solving. Many of our teachers are active in these support groups. This past year, our third grade teachers were instrumental in organizing such a group for Archdiocesan intermediate language arts teachers. Our teachers shared their process for planning and executing writing lessons as a team. They have also personally recruited other teachers from both our school and other schools to become active participants. Our art teacher serves on an advisory committee for the Speed Art Museum. The committee develops interdisciplinary curricula for teachers in the metropolitan area.

Our teachers are also involved in local professional organizations. Last year our librarian was recognized as the Outstanding Catholic Educator in the Archdiocese for her efforts to make every child a reader; she also holds a leadership position in the Jefferson County Media Specialists' organization. The responsibility to interact and share with other schools extends beyond the local level. Five of our teachers have submitted proposals to be presenters at the Ohio Catholic Education Association convention next fall. Their topics include writing instruction, math activities for primary students, and reading improvement. Because of her skills in both technology and curriculum, our technology coordinator was the first teacher trained in the Archdiocese as an instructor for the I-safe curriculum that promotes safe use of the Internet. She has trained other Archdiocesan teachers to implement the curriculum at their schools. The principal recognizes that one of her responsibilities is to enable such sharing among educators. She has encouraged teachers to be proactive in this area and continues to look for the opportunity to create such professional dialogue.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

The St. Agnes curriculum is based upon the Archdiocesan Curriculum Framework established by the Archdiocese of Louisville. This framework is aligned with national standards and with the Learner Goals and Academic Expectations established by the Department of Education of the Commonwealth of Kentucky. Adherence to this standards-based curriculum is a requirement for our ongoing accreditation through the Kentucky Non-Public Schools Commission.

The **Language Arts**, consisting of Reading/Literature, Grammar, Writing, and Spelling/Vocabulary are taught as an integrated whole from Kindergarten through Grade 8. A more detailed explanation of our **Reading** curriculum is included in Part V.2. Literature is used as the starting point for writing activities. A writing curriculum insures that students will have the opportunity to learn to write in many genres. Grammar is taught in the context of writing with grammar texts available for targeted skill practice. Spelling/vocabulary development combines the use of texts in the early grades to teach spelling patterns with literature-based word walls and activities.

Mathematics instruction targets both computation and reasoning. Younger students often use manipulatives to increase their understanding. Teachers of all age students use vocabulary and strategies that familiarize the students with algebraic concepts. Approximately half of the eighth grade students take an Honors Algebra I course, and many receive high school credit for this course. Graphing calculators are used in 7th and 8th grade math classes.

The **Science** curriculum for all students involves activity-based classes built upon an understanding of the scientific method. Teachers use the Flex-Cam to demonstrate procedures to the class, and student experiments and demonstrations are frequent. The cyclical curriculum culminates in middle school in a three-year sequence of Earth Science, Life Science, and Physical Science.

Teachers of **Social Studies** work to give all students a framework for understanding the geography, history, economics, and political structures of the complex world in which we live in order to prepare them to be effective citizens. Class work is integrated with guest speakers, community projects, and celebrations of ethnic and regional customs. Current events are a strong focus, particularly in regard to issues of social justice.

Spanish is part of the curriculum for all students. The K-5 program includes conversation, songs, games, culture, and vocabulary development. Students in 6-8 use texts and begin a more formalized study of written and oral language that prepares them for advanced placement in high school. Sixth graders have two 45-minute classes each week, and students in Grades 7-8 have three 45-minute classes weekly.

The **Library/Media/Technology** department insures that all students develop skills to navigate and use responsibly the resources available to them. A more detailed explanation of this curricular area is found in Part V.3.

The teachers of the **Fine Arts** of Music and Visual Art provide students with both an appreciation of the master artists and their work, as well as knowledge of techniques and experience in creation of art and music. In both areas, teachers select projects related to a wide variety of cultures. Visual art includes projects in many media, and music includes choral as well as instrumental work.

The **Physical Education and Health** curriculum emphasizes healthy practices and decisions, including cardiovascular workouts in every class, skill development, cooperative games, dancing, team sports, and instruction and activities related to nutrition, smoking, and drug and alcohol abuse.

The **Counselor** provides regular classroom guidance on mental health and personal and social adjustment issues. The Counselor is also available for individual or small group sessions with students, parents, or teachers.

The **Religion** curriculum insures that all students receive a solid foundation in Catholic doctrine, values, and tradition. Classes are supplemented with liturgical celebrations and opportunities for community service.

The curriculum, supplemented by special cultural assemblies and a wide range of extra-curricular activities, allows us to offer a comprehensive education for all students in grade K-8.

2a. Describe the school's reading curriculum, including

There is a keen awareness among St. Agnes teachers that effective reading instruction must be the basis for all other instruction. This belief has been the basis for the development of all reading related instruction and activities. Our K-3 classrooms have language-rich environments that include reading nooks, abundant personal choice reading materials, word walls, and charts and books of class-produced stories. Direct reading instruction is a holistic approach based upon the philosophy of the Reading First program. Kindergarten reading instruction focuses on phonemic awareness. As mastery of these skills is attained, the students begin more complex phonological awareness activities. Primary teachers help students acquire word-decoding strategies, such as the application of phonetic rules and structural analysis and the utilization of context clues. Our Learning Differences Coordinator uses the Wilson Reading program with students needing extra support in the development of these early skills. From Kindergarten on, comprehension skills are deliberately taught through literature-based lessons and the modeling of reflective thinking and inferential questions.

Macmillan/McGraw Hill's "Spotlight on Literacy" series is used in Grades 1-6. The language arts are taught as interrelated skills in this series. Reading instruction is carried out in large and small group instructional settings, as well as in individual conferences, partner reading, and center activities, and with volunteers and older students. In seventh and eighth grades, literature anthologies are used to introduce students to a wide variety of genres and authors. In Grades 3-8 students also read novels as a class in order to be able to examine themes, writing styles, and characterization more extensively.

The librarian is a vital part of our literacy efforts. She knows the reading habits and preferences of individual students and encourages them to choose books that meet their interests but that will also challenge them. In addition, she reads and tells stories to all primary students on a weekly basis and is often involved in the introduction of class novels or other reading units. Parent readers share favorite books with students in K-3 on a weekly basis. Students and teachers in Grades 1-8 enjoy DEAR. (Drop Everything and Read) time several times weekly. Through this activity, teachers not only share their love for reading but also insure that students have the opportunity to be successful, independent readers.

3. Describe one other curriculum area.

St. Agnes recognizes a responsibility to prepare students for the Information Age. For this reason, the Library/Media/Technology Department is integrally connected with every other area of curriculum, working to insure that students can access information, analyze it critically, use it responsibly, and present it effectively. As highly skilled developers of curriculum, the Technology Coordinator and the Librarian meet regularly with faculty members to design units of study. A third grade project on animal life cycles combined Internet research with Power Point presentations featuring students' original drawings. Preparation for an eighth grade mock debate and election included the development of a class website to post information and the production of media ads. All students are involved in a program that addresses Internet safety and ethics.

A wide range of resources is used. All classrooms have at least two computer stations; in addition, there is a newly-constructed computer lab connected to a television studio that broadcasts student programs on a closed circuit system. Classroom sets of word processors, a wireless access point, a graphing calculator projector, flex-cams, and digital cameras are among other technological resources available to enable students to develop the required competencies.

Both the Technology Coordinator and the Librarian consistently use the Big Six research techniques in working with students. This approach emphasizes the isolation of a research question and stresses proper citation of sources. The Librarian also provides special collaboration in the Fine Arts area. For several years, she has done a unit on Shakespeare to prepare students to view a Shakespearean production. She rewrites the play and then "tells" the story through a spontaneous reenactment with students. Similar support is offered in anticipation of other arts events. The close collaboration between the Library/Media/Technology department and the rest of the faculty is a critical component in the preparation of our students to meet future educational challenges.

4. Different Instructional Methods

Student instruction at St. Agnes School flows from the conviction that student learning styles vary greatly. Thus, classroom instruction takes place in a great variety of ways. On any given day, an observer would see large group, small group, and individual instruction. He/she might see direct instruction, project work, cooperative learning, literature circles, class meetings, computer-based learning, science experiments, math manipulative work, journal writing, research work, or student presentations.

There is a heightened awareness of students with identified learning differences. Classrooms are equipped with sound field systems for those with central auditory processing difficulties. A Learning Differences Coordinator identifies strategies and accommodations that will best support a particular child. "Families Helping Families," a support group made up of parents who have children with identified learning differences, meets monthly with faculty and with professionals who share their expertise.

Teachers work very hard to design instruction that is open-ended and that allows all students to be challenged. Our librarian works with students individually in their choice of reading materials to provide this same type of challenge. Academic competitions such as the Governor's Cup competition, Book Bees, Quick Recall, Future Problem Solving, Geography Bee, Kentucky Youth Assembly and various writing competitions also allow us to provide challenge for highly motivated students. Our middle school students who qualify are eligible to take Pre-Algebra as seventh graders and Algebra I as eighth graders.

Each K-2 classroom has a full-time teaching assistant. These assistants and the Learning Differences Coordinator work with small groups of children needing either extra support or enrichment. This past summer, two rooms were constructed to accommodate this type of instruction. Field trips are frequent, and local community resources allow us to infuse the arts in education. The third grade recently participated in an Eco-Drama program offered by a local children's theatre group. The eighth grade went to the Art Museum for a program that involved creative writing based upon a traveling exhibit of narrative paintings. It is our goal to develop in our students a love for learning. We recognize that this is most likely to occur when students have opportunities to learn in many different ways.

5. Professional Development

St. Agnes teachers embody the concept of lifelong learning. Faculty members have an average of 18 years of experience and last school year participated in more than 750 hours of professional development, an average of more than 30 hours per teacher. Teachers understand their responsibility to share what they learn in professional development; a portion of every faculty meeting is devoted to this purpose. In recent years, much professional development at St. Agnes has been focused on understanding the different ways in which children learn. The result has been a dramatic increase in teachers' ability to make appropriate accommodations and modifications to meet individual learning needs.

Professional development has been focused this year on curricular goals of early reading instruction, writing across the curriculum, and integrating technology in ways that develop higher order thinking skills. All K-3 teachers attended a three-day "Reading First" institute. They also spent the summer viewing a series of tapes on reading strategies. They meet on a regular basis to insure consistency in vocabulary and strategies used in reading instruction. The entire faculty set aside a day in the summer for a "writing across the curriculum" workshop. The class schedule for the year was then written to allow all writing teachers to meet regularly during school hours to share ideas and to support each other in this goal of increased student achievement.

To implement the school-wide technology goal, each teacher set a personal technology goal and is consulting with the Technology Coordinator to develop lesson plans that reflect this goal. These plans will become the basis for an official teacher observation by the principal for the academic year. Teachers are striving to increase their own skills in order to engage students in technology applications that support higher levels of thinking. The results are already obvious in the increased complexity of student technology projects and their basis in authentic learning. Professional development at St. Agnes School is intentional in its relation to student learning goals. The faculty takes great pride in its relentless effort to grow as teachers and thereby to increase student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Archdiocese of Louisville, Kentucky Non-Public Schools Commission, National Catholic Education Association.

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ \$ \$ \$ \$ \$
K 1st 2nd 3rd 4th 5th

\$ \$ \$ \$ \$ \$
6th 7th 8th 9th 10th 11th

\$ \$ * *Parish rate for 1 child: \$3940, 2 children: \$5846, 3 children: \$8264.
12th Other Non-Parish rate: \$6487

4. What is the educational cost per student? \$ 4187
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 882
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8 %

PART VII - ASSESSMENT RESULTS

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year The Second Edition /2001 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	69.9	65.4	66.7
Number of students tested	44	47	43
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	NA	NA
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Mathematics** Grade **7** Test **Terra Nova**

Edition/Publication Year **The Second Edition /2001** Publisher: **CTB McGraw Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	71.2	72.4	70.4
Number of students tested	44	47	43
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES	NA	N/A	N/A
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 5 Test Terra Nova

Edition/Publication Year The Second Edition /2001 Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	66.4	69.2	71.5
Number of students tested	45	50	47
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	4.4	0	0
SUBGROUP SCORES	NA	NA	NA
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Mathematics** Grade **5** Test **Terra Nova**

Edition/Publication Year **The Second Edition /2001** Publisher: **CTB McGraw Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	65.0	64.3	68.1
Number of students tested	45	50	47
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	4.4	0	0
SUBGROUP SCORES	NA	NA	NA
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **3** Test **Terra Nova**

Edition/Publication Year **The Second Edition /2001** Publisher: **CTB McGraw Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	66.5	65.8	66.9
Number of students tested	44	46	41
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	4.5	4.3	4.9
SUBGROUP SCORES	NA	NA	NA
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05

St. Agnes Assessment Results

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Mathematics** Grade **3** Test **Terra Nova**

Edition/Publication Year **The Second Edition /2001** Publisher: **CTB McGraw Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
Total Score	71.5	67.9	66.4
Number of students tested	44	46	41
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	2	2
Percent of students alternatively assessed	4.5	4.3	4.9
SUBGROUP SCORES	NA	NA	NA
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	50	50	50
NATIONAL STANDARD DEVIATION	+/- 21.05	+/- 21.05	+/- 21.05